DOCUMENT RESUME

ED 189 782 EC 124 506

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TITLE Recreation as a Related Service in PL 94-142.
INSTITUTION Oregon Therapeutic Society, Eugene.
PUB DATE 80
NOTE 29p.: Holographic sections will not reproduce clearly.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Ancillary School Services: Community Resources: Compliance (Legal): Developmental Stages: *Disabilities: Elementary Secondary Education: Games: *Leisure Time: Play: *Recreation: Recreational Activities: *Recreation Legislation: *Therapists: Therapy
IDENTIFIERS Education for All Handicapped Children Act: Oregon: *Therapeutic Recreation

ABSTRACT

The paper recommends areas for consideration by the Oregon State Department of Education for providing recreational services as outlined in PL 94-142, the Education for All Handicapped Children Act. Four service areas are defined (assessment of leisure function, therapeutic recreation services, leisure education, and recreation programs in school and community agencies); and the role of the therapeutic recreation specialist in the schools is discussed. Tables present examples of a leisure lifestyle assessment and individual education program, and a chart outlining developmental levels of play (birth to 10 years and up). Guidelines for modifying games and activities for the handicapped are offered, and resources for community recreation and camps for handicapped children are listed. A selected bibliography concludes the document. (SBH)

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RECREATION AS A RELATED SERVICE IN PL 94-142

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ED 189782

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OREGON THERAPEUTIC RECREATION SOCIETY POSITION PAPER:

Recreation as a Related Service in PL 94-142

In recent years schools have accepted the challenge of educating handicapped youth to prepare them for life. The concurrent development of effective teaching methodology has enabled individuals who once received custodial care in institutions to live a life in the community which often includes a job. Yet some of these individuals are in jeopardy of failing in the community because they lack social and leisure skills. The quality of life of these individuals may be seen as less than desirable when some studies indicate that more than 50% of graduates of special education curricula never go out and recreate with friends.

The Ninety-Fourth Congress recognized the need for educating handicapped children for leisure participation in the Education for All Handicapped Act (P.L. 94-142). It lists recreation as one of the related services. It is the position of the Oregon Therapeutic Recreation Society that every handicapped child needs recreation services and that education for leisure must be an integral part of the curriculum. The Oregon Therapeutic Recreation Society has prepared this paper to ensure that the highest quality recreation services are available to handicapped children.

RECREATION SERVICES IN THE SCHOOLS

Recreation as a supportive service in P.L. 94-142 is defined as (1) assessment of leisure function, (2) therapeutic recreation services, (3) leisure education and (4) recreation programs in school and community agencies. Consistent with the mandate for free appropriate education in the least restrictive environment, these services move along a continuum from structured treatment oriented programs where activities are prescribed to independently pursued

leisure activities. The following descriptive statements of the four service areas listed are recommended for consideration by the Oregon State Department of Education:

(1) Assessment of leisure function. Evaluates skills that are important developmentally and/or are necessary for successful participation in a variety of recreation activities, knowledge of leisure resources, leisure related problems, leisure awareness and leisure skills through the use of standardized procedures such as history taking, behavioral observation, staff/student/family interviews, and tests. Assessment of leisure function determines the other recreation services needed and is critical to the development of the individualized prescribed leisure plan.

(2) Therapeutic recreation services. An individual process that utilizes recreation as a remediation/treatment modality in some physical, emotional or social behavior in order to bring about a desired change in that behavior and to promote the growth and development of an individual. It is individually designed to better enable the child to benefit from the learning situation and to reinforce academic learning.

(3) Leisure education. A process used to promote positive attitudes toward leisure participation, teach leisure skills, develop an awareness of personal and community leisure resources and develop social skills. The program can be developed to be integrated into all subject areas of the existing school curricula rather than as a separate course.

(4) Recreation programs in school and community agencies. a) Recreation programs in schools - the provision of a wide range of leisure opportunities that will enable each child to participate voluntarily, if appropriate. Program offerings include non-academic and extra-curricular activities such as:

- Clubs (social, civic, sports)
- Intramural leagues
- Interscholastic sports (including wheelchair)
- Individual and group games (table, low and high skill)
- Humanities and cultural arts
- Nature study and outdoor education/recreation

b) Recreation programs in community agencies - the provision of a large variety of recreation, leisure, and plan opportunities (structured and non-structured) geared to enable the handicapped to participate in recreation activities with non-handicapped peers, if appropriate. Some possible resources include: community education programs, public recreation agencies, youth organizations (YWCA, Boy Scouts, 4-H, etc.), Special Olympics, family recreation, clubs and organizations (Rod and Reel Club, churches, etc.), voluntary health agencies (Easter Seals, United Cerebral Palsy Association, etc.), consumer groups (Wheelchair Athletic Association, Indoor Sports Club, etc.). Community-based agencies may provide services through a contractural agreement with schools.

THE THERAPEUTIC RECREATION SPECIALIST IN THE SCHOOLS

Description of role. Therapeutic recreation specialists in the schools evaluate, plan and consult on programs and on individual children with a wide variety of disabilities, i.e. deaf, hard of hearing, deaf/blind, mentally retarded, multi-handicapped, orthopedically handicapped, other health impaired, seriously emotionally disturbed, specific learning disabilities, speech impaired, and visually handicapped. They develop individualized prescriptive recreation plans based on the needs determined from the assessment of leisure function. If the child's primary need is to "increase basic functional abilities," then a recreation program is designed specifically for remediation. If the child's primary need is to "learn new leisure skills and attitudes," then a leisure education program is designed. If the child's primary need is "to have the opportunity to express acquired leisure skills," then the child

is offered the opportunity to participate in existing appropriate programs or a special program is designed. Direct service may be provided; however, in many cases consultation may be the preferred method. The therapeutic recreation specialist may also train school personnel in methods, materials, and community resources through demonstration models or in-service training.

Recommendations for hiring. Professionally trained therapeutic recreation specialists are the qualified personnel to assess leisure functioning, give input into the IEP relative to recreation and leisure, consult and provide in-service training on recreation in the schools. The following educational/professional requirements for therapeutic recreation consultation are consistent with legislative precedents and standards of the National Therapeutic Rec reation Society (NTRS) and are recommended as a guideline for determining eligibility for employment in the public schools:

a. Masters degree from an accredited college or university with a major in recreation and an option or emphasis in therapeutic recreation or a master's degree with a major in recreation plus one year's professional work experience in therapeutic recreation, including assessment of leisure function and design of individualized recreation plans. Registered or eligible for national registration (through NTRS) at the therapeutic recreation specialist level or higher.

-or-

b. Baccalaureate degree from an accredited college or university with a major in recreation and an option or emphasis in therapeutic recreation plus three years for professional work experience in therapeutic recreation or a baccalaureate degree with a major in recreation plus four years of professional work experience in therapeutic recreation including assessment of leisure function and design of individualized recreation plans. Registered or eligible for national registration (through NTRS) at the therapeutic recreation specialist level or higher.

*Examples of recreation positions which are not qualifying for therapeutic recreation registration are:

Park Administrator and Outdoor Recreation Specialist; Playground Leader; Community Center Recreation Specialist or Leader; Special Services Officer, Armed Forces; Youth Activities Recreation Specialist; Commercial Recreation Leader; Boy's Club Recreation Leader; Y.M.C.A. Recreation Leader; Drama,

Art, and Music Teacher and Specialist; Coach and Sports Specialist; Vocational Counselor; Recreation Specialist for a prison, correctional institution, or school; or diversionaltype Recreation Specialist positions. It should be noted that either a baccalaureate degree from an accredited college or university with a major in recreation plus one year of professional experience in therapeutic recreation could be accepted for employment if those meeting these requirements are responsible only for carrying out designated recreation programs with individual students under the supervision of a therapeutic recreation specialist who meets the qualifications of (a) or (b) above.

LEISURE LIFESTYLE ASSESSMENT

Name: Ken
Date: 1/5/80
Program Entry:

REAS OF CONCERN	LONG TERM OBJECTIVES	SHORT TERM OBJECTIVES	ACTIVITIES	CRITERIA
eisure Functioning: Ken lacks realistic picture of his eisure abilities as well as Age appropriate leisure ursuits. He has an extreme narrow conceptualization of leisure, lacks a basic leisure awareness. Need for skills development, resource guidance. Motor Functioning: Motor and fitness function ng level is from fair to ood. Ken has much strength nd endurance, has problems ith agility, coordination nd balance. Lacks knowledge f game and sport skills Social Interaction Patterns: Severe problems in cooperative group patterns. Generally en team member, lacks areness of dynamics volving competition. rticipation in various ocial interaction patterns	1. Develop a leisure awareness so Ken may use knowledge of leisure and leisure experience to enhance quality of life. 2. Develop skills for Ken to direct his own leisure experience toward qualitative goals through his decision making and leisure planning 3. Develop a diverse age appropriate leisure lifestyle pattern. 1. Develop level of fitness to 70% norm level. 2. Develop motor skills to age appropriate levels. 3. Develop age appropriate game and sport skills through a large variety of experiences 1. Develop all social interaction patterns to minimal success levels. 2. Develop awareness of group dynamics which involve changing elements of competition and cooperation.	1. Through skills development orientation in 3 month period develop 5 leisure skills in extraindividual a aggregate patterns. 2. Develop basic skills necessary to plan, develop and evaluate 3 community leisure contacts. 3. In 3 month period develop diverse repitoire of 10 activities to successfully engage in during quiet time 1. Obtain AAU award in 3 month period 2. Develop skills and knowledge of rules in 3 games or sports 1. In a 3 month period develop 5 leisure skills in extraindividual and aggregate patterns.	Leisure Counseling Leisure Education Contracted Free time Games Analysis Physical Fitness Body Awareness Trampoline Games Analysis Jogging Games Analysis Unit Activities Fitness Hobbie Night Trampoline	Leisure interest assessment Assessment of Feelings Leisure skills assessment Task analysis Standardized Test Fitness, motor skills, games analysis Task analysis Observation of performance levels in various social interaction patterns Behavioral Grid

FORM 13b
ES-154

Educational Services
School District No. 4J, Lane County
Eugene, Oregon 97402

continued

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

Student's Name _____ Date _____

*** Complete as many forms as required ***

Consideration should be given to academic, social adaptation, pre-vocational/vocational, psychomotor, and self-help skill.

Area:_____ Current Level of Educational Functioning:

Long Term (Annual) Objectives:	Short Term Objectives: (include criteria)	Strategies	Materials	Start	Complete
C) Improve ball handling skill	C-1) able to roll a ball straight on verbal cue	1:1			
	2) able to throw the ball with direction a distance of 1 meter	1:2			
	3) able to kick the ball without losing balance	1:3			
D) Improve interactive behavior in a play situation	D-1) on looking play skills - child spends most of his time watching the other children play - He often talks to the children he is observing, asks questions, or gives suggestions but does not enter in to the play himself - approach through the strategies in each of above objectives (A-C				
	2) parallel activity - plays independently but among other children - similar toys but no influence on other children nearby				

Procedures for Evaluating Programs Toward Achieving Short Term Objectives:

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page _____ of _____.

FORM 13b
ES-154

Educational Services
School District No. 4J, Lane County
Eugene, Oregon 97402

Pre-School - 5 years of age

INDIVIDUAL EDUCATION PROGRAM - INDIVIDUAL IMPLEMENTATION PLAN

tudent's Name _____ Date _____

*** Complete as many forms as required ***

Consideration should be given to academic, social adaptation, pre-vocational/vocational, psychomotor, and self-help skill.

Area: Recreation Therapy Current Level of Educational Functioning: Solitary Independent Play
Plays alone or with an adult - most of the time without reference to what others are doing. Gross Motor Skills - 2 yr delay based on Brigance Diagnostic

Long Term (Annual) Objectives:	Short Term Objectives: (include criteria)	Strategies	Materials	Start	Complete
A) Improve balance and wide-gate stance	A-1) able to walk backwards on a flat surface on verbal cue	1:1		Sept	
	a) open area Step-I-arms out	1:2			
	b) taped line II-arms at side	1:3			
	2) able to walk forward on varried terrain				
	a) up hill Step-I-arms out				
	b) down hill II-arms at side				
	3) a) able to walk up & down stairs holding on to the rail and the hand of an assistant				
	b) able to walk up & down stairs holding only the rail				
	c) able to walk up stairs - alternating feet with one hand held				
B) Able to jump off the floor with both feet	B-1) with assistant two hands held from a raised surface on verbal cue	1:1			
	2) with assistant one hand held from a raised surface	1:2			
	3) with assistant for verbal cue from a raised surface	1:3			
	4) etc.				

Procedures for Evaluating Programs Toward Achieving Short Term Objectives:

evaluation + observation -
retesting - social & school survival skills curriculum
- Brigance Diagnostic

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DEVELOPMENTAL LEVELS OF PLAY

Developmental Age	Birth - 6 mos.	7 - 12 mos.	13 - 18 mos	variable	19 - 24 mos.
	EXPLORATORY				
Characteristics	Orienting: mouths, licks, bites, body moves, babbles, vocal patterns.		Repetitive manual manipulation.	Observing behaviors of others.	Repetitious: Pulling, pounding, throwing, jumping, climbing (locomotor exploration).
	PRACTICE (FUNCTIONAL) PLAY				
	NON-INTERACTIVE				
Social Interaction	Unoccupied Behavior. (Intra individual)		Solitary independent. (Extra individual)	Onlooker	Parallel (Aggregate)
# Participants	1	1	1	variable	variable
Examples of Activities and Materials	Peek-a-boo, Where's Baby?, Patty Cake, Treasure Hunt, This Little Piggy, Eeentsie Weentsie Spider, Horsey, etc.				Water play, sand play.
	Senses and body; other bodies; concrete objects; soft, cuddly toys, mobile for crib, noisemakers, large plastic rings, etc.		Squeaky play animals, unbreakable dolls, empty containers with removable lids, floating bath animals, nests of hollow blocks or boxes, etc.		Crayons, 3-5 piece puzzle, large ball, tom-tom, wagon, rocking horse, pull toys, pound toys, pots, pans, wooden spoons, large containers, sponges, etc.

PC/rs
4/20/79

Developmental Age	2 - 3 yrs.	3 - 4 yrs.	4 - 5 yrs.	5 - 6 yrs.
Characteristics	Investigatory, climbing, running, jumping, digging; no give and take in play.	Representative, imaginary, climbing, swinging, role play.	Make believe play; cooking with parent, takes turns, shares toys.	Systematic; varied construction, conforms, some rivalry, increased doll play.
	PRE-OPERATIONAL (SYMBOLIC) PLAY			
Social Interaction	Associative Play	INTERACTIVE Cooperative Play One-to-one (Interindividual)	One-to-others (Unilateral)	Group (Multilateral)
# Participants	2 or 3	1:1	2 or 3	2 - 5
Examples of Activities and Materials	Not yet ready for organized games. Dress up, telephone play. Bean bags, housekeeping equipment, costume box, hollow blocks, large wooden beads, picture books, push-pull toys.	Singing games (Here We Go Round the Mulberry Bush) Bubble set, clay, sand, farm and zoo animal sets, costome box for dress up clothes, floor blocks with family figures, transportation play materials, steering wheel, large cartons, hammer and nails.	Hide and seek, tag, red rover, sewing cards, King on the Mountain. Finger paints, crayons, blunt scissors and paste, puppets, play luggage, housekeeping equipment, wood scraps, Play Doh.	Simple circle games (Duck Duck Goose), jumprope, hopscotch, target toss, bat ball. 8-20 piece puzzles, puppets, play circus, fix-it and try-it materials, tricycle and bicycle, stacking and nesting toys, plants.

PC/rs
4/19/79

Developmental Age	6 - 8 yrs.	8 - 10 yrs.	10 yrs. and up
Characteristics	Construction, wrestling and tusseling, curious about nature.	Preoccupation with realism; operational, like friends of own sex.	Specialization of interests. (hobbies, collections); yield to group, team spirit.
	CONCRETE OPERATIONS		FORMAL OPERATIONS
Social Interaction	Group (Multilateral)	Cooperative Team (Intragroup)	Competitive Team (Intergroup)
# Participants	2+	Variable.	Variable.
Examples of Activities and Materials	Low organized games (Steal the Bacon) Not ready for team activities in which the group wins rather than the individual. Checkers, target games.	Lead up games (Newcombe) and relays; clubs; writing to pen pals.	Regular sports with adult rules adapted to needs (tennis, basketball); news and poetry writing; band and orchestra; choral groups; social dances, creative dramatics.
	Plaster of Paris, papier mache, table games (lotto, parcheesi), wagon, jump rope, marbles, pogo stick, kite, playhouse, puppets, boy & girl dols, climbing apparatus, chalk board, clay, nature crafts, nature games.	Steam engines, electro magnets, old alarm clocks, sports equipment, bicycle skates, craft sets, hobby sets, live pets, table games, table games (Chinese Checkers), box hockey, table tennis.	Hobby sets, musical instruments, camera, sports equipment, electrical and scientific equipment, books of reference, tools, character dolls and materials for making doll clothes, record player, table games (chess, dominoes, poker, etc.)

ADAPTIONS OF GAMES AND ACTIVITIES

Providing games and activities for the handicapped on an individualized basis necessitates consideration of each child's abilities and limitations so that modifications and adaptations can be made to insure safe participation. Doolittle recommends the following modifications for games and activities for the handicapped:

General considerations:

1. Most children with permanent disabilities will have already developed necessary modifications to permit their participation in certain activities. Allow these children to proceed at their own rate of involvement. If they experience difficulty or cannot make the necessary adjustments, step in and assist.

2. Adaptations must be made to suit the child's abilities rather than his disabilities.

3. Modification of game rules should not be discouraged and should be regulated to meet the needs of the group.

4. Try not to change a game to such a degree that the children lose sight of what they started to play.

5. When working with a new student, begin slowly and gradually introduce him to new activities. Keep in mind the child may have some fear of new experiences, may become embarrassed or display a lack of initiative.

Methods of modifying games and activities:

1. Reduce the size of the playing area:
   a. Change the boundary lines
   b. Increase the number of players.
   c. Decrease the height of the net or goal
   d. Use equipment that will reduce the range of play.
   e. Net-type games may be played through a hoop.
2. Use lighter equipment:
   a. Plastic bats, "wiffle-type"
   b. Large plastic beachballs, bladder balls.
   c. Yarnballs, styrafoam balls.
3. Slow down maving objects:
   a. Change the throwing style to underhand
   b. Throw ball with one bounce.
   c. Roll the ball
   d. Stationary ball: place it on home plate or place it on a batting T
   e. Increase the size of the ball
   f. Decrease the weisgt of the ball
   g. Decrease the air pressure within the ball

4. Modify the rules:
   a. Sit down or lie down rather than stand
   b. Walk rather than run
   c. Kick rather than strike
   d. Throw or strike rather than kick
   e. Permit additional trials: strikes, throws, and jumps
   f. Allow for substitution
   g. Reduce the time periods of the game
   h. Reduce the number of points required to win a contest

5. Provide additonal rest periods
   a. Discuss rule infractions
   b. Discuss strategy and team play
   c. Rotate players in and out of the game or into active and inactive positions.
   d. During rest periods: nok-hockey, bos soccer, darts, ring toss, etc.

Modification of games and activities for exceptional children: As a rule, activities are selected from those which are most appropriate for various age groups of normal children. The difference lies in the application of these activities Following are suggestions for adapting individual and dual sports:

Archery: use lighter bow, arrows with rubber tips. Student may sit, draw targets

Bait-fly casting: place taget boards on gym floor or field at various distances. Student may sit.

Badminton: four players on each side, each playing small zone. "Hoopbird played with bird or yarnball.

Bowling: use plastic "gym-bowl" equipment or plastic detergent bottles. student may bowl from a chair or sit on the floor. Roll ball through cardboard tube or box.

Croquet: use plastic mallets and wiffleballs, vary the distance to the wickets.

Gymnastics: tumbling, parallel bars, high bar, rings and sidehorse

Golf: hit plastic practice ball into old tennis or volleyball nets which are faced with burlap. Putt on an old rug into a can placed on its side. Make miniature golf course from odds and ends.

Handball: one wall, use partially deflated volleyball or smaller playground ball to slow the action of the game.

Horseshoes: rubber shoes or quoits can be used in and out of doors. Throw shoes into a box.

Shuffleboard: shorten distance between scoring zones. Student may sit.

Swimming: Obtain the American Red Cross Swimming for the Handicapped.

Table tennis: use larger paddles, make small table-size hoop and play as "hoopbird". Place plywood sides on the bale so the ball will not bounce off the table as often; off the sides, ball remains in play.

Tetherball: sit or stand, punch or kick. Make small table-size game with broomstick and small rubber ball in a silk stocking.

Quiet games: Nok-hockey, table shuffleboard, pool, darts, beanbag toss games.

Adapting team sports:

Baseball - softball-type games: use light plastic bats and wiffleballs, batting tee. Use base runners, two sets of basses (one of shorter distances), throw the ball into the field rather than bat it. Give children positions that require little movement.

Kickball: punch or throw the ball rather than kick it. Place ball on home plate rather than roll it.

Basketball type games: limit movement in the game by playing 21, Around the World, Six Court, Half-Court, Scooter Basketball, Foul Shooting, Barrelball. Have student do the fould shooting for both teams.

Soccer-hockey-type games: have student play goalie. Reduce size of goal. Scooter games: punching a playground ball. Hockey played with old brooms and volleyball. Barrelball: shooting for hole. Volleyball-type games: deck tennis, Newcomb, use larger soft bladder ball. Have both teams sit on the floor; put net at 4-5 '.

Doolittle, John, H. "Adaptation of Games and Activities, Physical Education 400: Labratory Exercise 1 (University Park, Pa. Pennsylvania State University.

COMMUNITY RECREATION RESOURCES FOR HANDICAPPED CHILDREN

Although programs are sometimes difficult to identify, most communities have some appropriate recreation opportunities for handicapped children. To help publicize these programs, a growing number of communities have developed or are in the process of developing resource booklets on specialized recreation services. Some of these are Multnomah County Developmental Disabilities Council, Clackamas County Association of Retarded Citizens, and the City of Salem's Regional Park and Recreation Agency. Because many programs change quarterly, it is often hard to keep abreast of program offerings. Getting on the mailing lists of agencies that provide recreation services and checking newspapers will ensure that you are kept up to date. The following is a list of agencies which may provide recreation services in your community. Call these agencies to see if they offer recreation programs for the handicapped and/or would accept handicapped people in the existing programs. Keep in mind that not all handicapped children will need specialized recreation services. Many will benefit from participation with non-handicapped peers.

Public Recreation Agencies
Community Education Programs
Youth organizations:

Camp Fire Girls Association	Girls Clubs
Girl Scouts of America	YWCA
Boy Scouts of America	YMCA
Boys Club	4-H

Community Colleges - Special Education Department, Physical Education Department, Adult Education and Community Services
Universities - Special Education Department, Physical Education Department, Recreation Department
Local Churches
Voluntary Health Agencies: Easter Seal, United Cerebral Palsy, etc.
United Way
Consumer Groups: Wheelchair Athletic Association, Wheelies Bowling League, Oregon Paralyzed Veterans of America, Handicapped Sportsman Club, People First, Outriggers, Wheelblazers.
Clubs and Organizations: Rod and Reel Club
Service Organizations - Kiwanis, Lions, 20-30, etc.
Special Olympics
Local Libraries
Advocacy Groups: State & Local Association of Retarded Citizens, County Developmental Disabilities Councils
Centers for the Handicapped: Developmental Centers, Work Activity Centers, Special Schools, Group Homes, Intermediate Care Facilities

C A M P S

An excellant resource for camps in the state of Oregon is the American Camping Association's GUIDE TO ACCREDITED CAMPING. One can obtain a copy of this by writing to the American Camping Association, Box 66, Portland, Oregon 97209.

Other good resources are Church Camps and Parks and Recreation Districts. Information can be provided by contacting local agencies. The following list of camps represent established camps in Oregon that have traditionally served the handicapped.

SUMMER CAMPS	Contact
Columbia River Council Girl Scout Camp Camping experiences for handicapped girls grades 1-12. Integrated into regular program	Columbia River Girl Scout Council 4747 S.W. Kelly Street Portland, OR 97201 224-6560
Camp Fire Camps Integrated into regular program	Camp Fire Girls 1310 E. Evergreen Blvd. Vancouver WA, 98661 693-1419
Camp Christmas Seal 7day program for boys and girls 9-13 years old with asthma or respiratory allergies	Oregon Lung Association 830 Medical Arts Building 1021 S.W. Taylor Street Portland, OR 97205 224-5145
Camp Colton For developmentally delayed 20 years old and over	Lutheran Outdoor Ministries 1315 S. W. Park Avenue Portland, OR 97201 223-0173
Camp Easter Seal For physically handicapped youth and adults	Easter Seal Society 4343 S. W. Corbett Portland, OR 97201 228-5108
Camp Kilowan Day camp for handicapped children and youth	Willamette Council of Campfire Girls 1930 McGilchrist S. E. Salem, OR 97209 581-0477
Camp Ky-O-Wa Day camp for mentally and physically handicapped persons 4 and over	Specialized Recreation Portland Parks and Recreation 6525 S.W. Capitol Hill Road Portland, Or 248-4328

SUMMER CAMPS	Contacts
Camp Lutherwood	Central Lutheran Church East 18th and Potter Eugene, OR 345-0395
Camp Sharon Day camping Facilities	9323 West Stayton Road Aumsville, OR 97325 749-2383
Camp Taloali For hearing impaired	Anthony Papalia 780 N.E. 12th #99 Vancouver WA 98664
Camp Trestle Glen For mentally Retarded adults	Salvation Army 1785 N.E. Sandy Portland, OR 97208 234-0825
Camp Wilani For girls grades 1-12 and boys grades 1-6. Integration into reguar camp	Campfire Service Center 3031 Hilyard Eugene, OR 97405
4-H Camp Lane For Developmentally disabled 9 years through adult	Linn-Benton County 4-H P.O. Box 765 Albany, OR 97321 282-0931
Gales Creek Camp For diabetic children	Diabetic Children's Camp Foundation 2519 N. Mississippi Ave. Portland, OR 97227 282-0931
Jerry Lewis Summer Camp For Muscular Dystrophy children	Muscular Dystrophy Association 144 East 14th, Suite 4 Eugene, OR 97401 686-2753
Meadowood Springs Speech Camp For children with speech, hearing and language disorders	P.O. Box 1025 Pendleton, OR 97801 276-2752
Northwest Christian Deaf Camp For deaf and hearing impaired	585 Jaohnson St. N.E. Salem, OR 97303 581-1874
Oregon Lions Summer Camp For legally blind persons	Oregon Lions Sight Foundation Portland, Oregon
Summer Challenge Resident outdoor backpacking experiences for special populations	Mike Johnson 345-5073 Cory Stout 686-0061
Hemophiliac Foundation	Hemophiliac Foundation 320 S.W. Stark, Room 219 Portland, OR 97204

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The National Center on Educational Media and Materials for the Handicapped (NCEMMH) is a potential source of useful information about equipment for educators who work with impaired, disabled and handicapped children. NCEMMH has widened its scope by obtaining information on games, books, apparatus, records, films, play materials, and other items which can be used by impaired, disabled and handicapped individuals in physical education programs. To obtain a listing of the 13 ALRC'S and further information on using

Adapted Equipment Continued.....

NIMIS contact: NCEMMH Coordination Services
National Center on Educational Media
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Playgrounds and Playspaces for the Handicapped. Gene A. Hayes, Department of Recreation, University of Waterloo, Waterloo, Ontario, Canada N2L 3G1 (US $2.16).